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ABSTRACT

A brief overview describes a study in which high school students were taught to deal effectively with "critical incidents" in a pre-parenting program. The program described involved pretest: training in anger control, alternative responses to stress, and appropriate responses to behaviors: and posttesting. The study found students could be taught to deal effectively with critical child behaviors they might encounter when they become parents. This overview is followed by a session-by-session training outline for a preventative approach to child abuse to be used with high school students. Forms and instructions for day-to-day training session exercises, and pre- and post-testing measures are included. (NRB)

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A BRIEF, PREVENTATIVE APPROACH TO CHILD ABUSE

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Presented at the meeting of the Western Psychological Assocation, Honolulu, May 1980.

A Brief, Preventative Approach to Child Abuse

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In this study, 20 high school students who were enrolled in a group dynamics class were taught how to deal effectively with "critical incidents" using a "pre-parenting" program. Before training, pretest measures were taken on the student's responses to selected critical incident situations presented to them in the classroom. In response to each of five descriptions of "critical incident" situations, students were asked to respond on a Likert Scale, consisting of four questions. Following pretest, students were trained in anger control techniques, ways of generating alternative responses to stress provoking situations, and how to praise and ignore behaviors appropriately. The last step of training involved the distribution of a brief quiz designed to test each students knowledge of that days material.

Following the completion of training a posttest measure was conducted. During the posttest session students were presented with ten "critical incident", five of the situations were the same as those used during the pretest session and five new "critical incident" situations were used to assess generalization effects of training to new "critical incident" situations. Results were assessed by comparison with a second group dynamics class which received the pre and posttest but not the training. Data was analyzed using a split plot 2.2 ANOVA.

Overall, the results indicated that high school students can be taught to deal effectively with "critical incident" child behaviors they might expect to encounter later on in their role as parents.

TRAINING PROCEDURES FOR A BRIEF, PREVENTATIVE APPROACH TO CHILD ABUSE WITH HIGH SCHOOL STUDENTS

APRIL 1980 VERSION

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Presented at the meeting of the
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Honolulu, May 1980

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PRETRAINING SESSION

The session begins as the team leaders enter the classroom. After saying "hello" to the teacher, the group members should turn to the class and introduce themselves, beginning with the leader. After everyone has introduced him/herself, the leader will give the following introduction to the class.

> Each of you will be receiving a handout. On the handout we've listed several situations that involve children. Your task is to read each situation silently as the group leader reads it aloud. After reading each situation you are to answer the questions at the bottom of that page. Be sure to answer the questions as if you actually were in that situation. Pretend that you are the mother or father of the child and answer the question as if you were actually going to handle the situation. Are there any questions ? (briefly answer questions regarding only what has been discussed to this point)

The team leaders should now hand out the programs to each student. After everyone is read, the group leader will begin the baseline sessions by saying the following:

> Read each situation silently as I read them aloud. Try and imagine yourself in that particular situation. After I've read the situation, answer the questions at the bottom of the page. Answer them as honestly as you can.

To the group leader: Now begin reading the situations. Try and read each situation with "feeling" and realism. Pay special attention to your tone of voice; speak expressively, do not speak in a monotone.

Situation One: As father drove, Tammy and Tye, five year old twins, happily played in the back of the station wagon. They became more and more noisy. Father asked them to be quiet several times. The twins would stop for a minute and then return to their rough house play, which became wilder and wilder. Suddenly, Tye pushed Tammy so that she landed against Father's head and shoulders. "This is it", he screamed, as he stopped the car at the curb and kicked open his door.

Have the students answer the questions at the bottom of the page in their handout.

Situation Two: Three year old Annie spilled her cereal on the table. "Clean it up Annie", Mother said. Annie pouted and did not move. "You made the mess, now you clean it up", yelled Mother. Annie stuck her tongue out at her Mother and screamed, "No, I'm not gonna."

Have the students answer the questions at the bottom of the page in their handout.

Situation Three: Mother and Sheri were on their way home from the playground when Sheri decided she wanted to stop at the ice cream store. Mother said "No", they were going home now. Sheri whimpered and begged. Mother continued to walk, Sheri threw herself on the sidewalk and began screaming and crying.

Have the students answer the questions at the bottom of the page in their handout.

Situation Four: "Stand right by me, Jonnie", Mother told her one and a half year old as she filled out a bank form at the counter. Jonnie took a few steps away. "Come back here", Mother said. Jonnie ran towards the door. Jonnie, come back here right now", Mother yelled, trying to keep her cool in the middle of the bank. Jonnie rant out the bank door as soon as it opened.

Have the students answer the questions at the bottom of the page in their handout.

> Situation Five: "Daddy, I want a candy bar", Jody, five, whined as they stood in line at the grocery check-out stand. A huge display of candy intrigued him. " No", Father said, "we have plenty of candy at home." "But I want some candy now" Jody whined loudly as he stamped his feet. "No, I said", yelled the Father. "I want some candy now", screamed Jody as he kicked his father in the leg and grabbed the candy bar.

Have the students answer the questions at the bottom of the page in their handout.

After the students have completely filled out the questionnaires have them get into groups of 4 students. (Groups of 3 - 5 are acceptable if there is an unequal number of students.) The group leader will assign a team leader and observer to each group. The team leaders will go to their respective groups and ask each student their name. The observer will record each students name on the observational coding sheets. The team leader will explain that they will now be taking the previous situations and role playing them. The team leader will emphasize the desirability to role play exactly what they would do in that particular situation if they were the child's parent. Explain that one student will play the role of the child: prompt this actor to try and accurately portray the child's behavior. If the child is whining, then the actor should really whine. Have the other student play the role of the parent. (Remember not to reinforce behaviors that are exhibited in role playing.) The team leader will read each situation and the students in pairs of two or three, depending on the situation, will quickly act out what they would do no pre-preparation is given. The role play should last about 1 minute each, and each student will role play the part of the parent twice. The observer will code the students' behaviors when they are acting out the role of the parent, using the Patterson coding forms that have been provided. When everyone is finished , thank the students for their participation and the teacher for letting you come into his/her classroom.

BEHAVIOR CODING SYSTEM: PARENTAL NEGATIVE AND POSITIVE BEHAVIORS

Negative behaviors will be coded using the following symbol (-) and will be scored when the parent engages in any of the following behaviors:

DEMAND ATTENTION: The parent engages in behavior which requires that the child pay immediate attention to them. Verbal requests that come at a high rate.

YELL: The parent shouts, yells or talks loudly directly at the child.

PHYSICAL NEGATIVE: The parent physically attacks or attempts to harm the child.

DISAPPROVAL: The parent gives verbal or gestural disapproval of the child's behavior.

HUMILIATE: The parent makes fun of, or shames/embarrasses the child intentionally.

NEGATIVE COMMAND: The parent tells the child to stop doing something in a negative manner.

AVERSIVE COMMANDS: The parent explicityly threatens aversive consequences if the child does not comply immediately.

Positive behaviors will be coded using the following symbol (+) and will be scored when the parent engages in any of the following behaviors:

PHYSICAL POSITIVE: The parent touches the child in a friendly or effectionate manner.

APPROVAL: The parents show verbal or gestural approval to the child.

STATEMENT OF CONTINGENCIES: The parent states explicity what they expect of the child and the conditions that surround the incident.

APPROPRIVATE IGNORING: The parent ignores inappropriate behaviors.

POSITIVE COMMANDS: The parental requests which are direct and reasonable.

QUIET TALK: The parent doesn't yell when angry. They either end the discussion before yelling occurs or control their tone of voice so that the child must listen closely to hear what is being said.

OBSERVATIONAL CODING SHEET

DATE _____ STUDENT _____

OBSERVER _____ OBSERVER _____ LEADER _____

ROLE PLAY SITUATION _____ %AGREEMENT _____

Name_____

Date_____

Class_____

Group Leader_____

Read each situation silently as the group leader reads it aloud. When the group leader has finished reading the situation, answer the questions at the bottom of the page. Try and answer the questions as if you were actually in this situation. Circle the number that best describes your answer to the listed situations.

SITUATION ONE: As Father drove, Tammy and Tye, five year old twins, happily played in the back of the station wagon. They became more and more noisy. Father asked them to be quiet several times. The twins would stop for a minute and then return to their rough house play, which became wilder and wilder. Suddenly, Tye pushed Tammy so that she landed against Father's head and shoulders. "This is it", he screamed, as he stopped the car at the curb and kicked open his door.

1. How angry did Tammy and Tye make you?

1 2 3 4 5 6 7 8 9 10

not angry at all (calm) — relatively angry (upset) — very angry (furious)

2. If you were Tammy and Tye's parents what would you have done?

1. 2 3 4 5 6 7 8 9 10

nothing - ignored them — yelled at them — spanked them

3. I would _____ my child if she/he didn't obey me.

1 2 3 4 5 6 7 8 9 10

still love — tolerate — hate

4. I would _____ my child when they make to much noise after I have asked him/her to be quiet.

1 2 3 4 5 6 7 8 9 10

ignore — yell at — spank

SITUATION TWO: Three year old Annie spilled her cereal on the table. "Clean it up Annie", Mother said. Annie pouted and did not move. "You made the mess, now you clean it up', yelled Mother. Annie stuck her tongue out at her mother and screamed "No, I'M not gonna."

1. How angry did Annie make you?

1 2 3 4 5 6 7 8 9 10

not angry al all (calm) — relatively angry (upset) — very angry (furious)

2. If you were Annie's parents what would you have done?

1 2 3 4 5 6 7 8 9 10

helped her clean up the mess — yelled at her — spanked her

3. I would _____ my child if she/he talked back to me in a disrespectful manner.

1 2 3 4 5 6 7 8 9 10

ignore — yell at — spank

4. I would _____ my child if she/he messed up the house.

1 2 3 4 5 6 7 8 9 10

still love — put up with — hate

SITUATION THREE: Mother and Sheri were on their way home from the playground when Sheri decided she wanted to stop at the ice cream store. Mother said "No", they were going home now. Sheri whimpered and begged. Mother continued to walk. Sheri threw herself on the sidewalk and began screaming and crying.

1. How angry did Sheri make you?

1 2 3 4 5 6 7 8 9 10

not angry at all (calm) — relatively angry (upset) — very angry (furious)

2. If you were Sheri's parents what would you have done?

1 2 3 4 5 6 7 8 9 10

keep walking and ignore her — yell at her — spank her

3. I would _____ my child if she/he had a temper tantrum.

1 2 3 4 5 6 7 8 9 10

still love — tolerate — hate

4. I would _____ my child if she/he won't obey me.

1 2 3 4 5 6 7 8 9 10

ignore — yell at — spank

SITUATION FOUR: "Stand right by me, Jonnie," Mother told her one and a half year old as she filled out a bank form at the counter. Jonnie took a few steps away. "Come back here", helled Mother. Jonnie ran towards the door. "Jonnie come back here right now", Mother yelled, trying to keep her cool in the middle of the bank. Jonnie ran out the bank door as soon as it opened.

1. How angry did Jonnie make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)					relatively angry (upset)				very angry (furious)

2. If you were Jonnie's parent what would you have done?

1	2	3	4	5	6	7	8	9	10
ignore him after catching him					yell at him after catching him				spank him after catching him

3. I would _____ my child when she/he doesn't obey me.

1	2	3	4	5	6	7	8	9	10
still love					tolerate				hate

4. I would _____ my child for embarrassing me in front of strangers.

1	2	3	4	5	6	7	8	9	10
ignore					yell at				spank

SITUATION FIVE: "Daddy, I want a candy bar", Jody, five, whined as they stood in line ar the grocery check-out stand. A huge display of candy intrigued him "No" Father said, "we have plenty of candy at home". "But I want some candy now", Jody whined loudly as he stamped his feet. "No, I said", yelled the Father. "I want some candy now", screamed Jody, as he kicked his father in the leg and grabbed the candy bar.

1. How angry did Jody make you?

1 2 3 4 5 6 7 8 9 10

not angry at all (calm) — relatively angry (upset) — very angry (furious)

2. If you were Jody's parents what would you have done?

1 2 3 4 5 6 7 8 9 10

take the candy away and ignore him — yell at him — spank him

3. I would _____ being around my child if she/he was whining.

1 2 3 4 5 6 7 8 9 10

still like — put up with — hate

4. I would _____ my child if she/he talked back to me in a disrespectful manner.

1 2 3 4 5 6 7 8 9 10

ignore — yell at — spank

TRAINING: DAY 1

The session begins as the team leaders enter the classroom. After saying "hello" to the teacher, the group members should turn to the class and introduce themselves, beginning with the group leader. After everyone has introduced him/herself, the introduction program begins. The group leader will present the following:

> "We're from the University of the Pacific, and we're here to talk with you about parents, children and family relationships. We'll be here with you during this class period for three days. After that you will all be going to a day care center to work individually with young children.
> "Our purpose is to help you learn ways of dealing appropriately with children so that in the event you ever have children you will know what to do. Often times situations like those presented to you yesterday can cause parents to abuse their children. This happens because the parents have never been taught anyway of dealing with their children besides spanking and other punishments like screaming, yelling, and hitting. Our purpose is to train people, before they become parents, in techniques that have proven to be successful in dealing with children, and thus reduce the number of parents that abuse and neglect their children. By providing you with alternative methods of dealing with the obnoxious behaviors of children, we hope that everyone of you will become a happier and more effective parent, if you ever become one.
> To help you to become effective parents, we will be dealing with such techniques as reinforcement, extinction, and designing alternative behaviors. In the next few days you will be learning and role playing your way to becoming an effective future parent. Are there any questions? (answer questions briefly) We will now hand out the training manual.

The team leaders will hand out the training manual and ask that the students get into the same groups that they were in yesterday. Each team leader will lead the same group throughout the program. Make sure all students have a pen or pencil to write with. Organize the small groups so that everyone is sitting in a circle, facing each other. The groups should be far enough apart so as not to distract each other.

The team leaders, after getting the group organized, will introduce themselves on a first name basis and ask that everyone in the group introduce themselves. Each team leader will now begin the training program.

The team leader will present the following lecture to the students:

"The session today is going to teach you how to control anger. When people learn how to control their anger, they are able to look at the situation that is facing them more clearly and make a decision about what needs to be done without getting upset or resorting to physical means of dealing with the problem. This is also true for parents; before they yell at, or hit a child, parents need to examine the situation and decide what is the best method of dealing with the problem before they do anything.

One method of controlling anger involves a very simple procedure known as counting to ten. And, as the name suggests, when you become angry, before you do anything else, you count to ten as slowly as possible and as many times as is necessary until you have calmed down enough to handle the situation rationally. (direct this question to the group) How many of you have ever counted to ten when you were angry? (reinforce those who have and prompt those who haven't to try it)

Another method of anger control involves simply removing yourself from the situation, like taking a walk, or going into another room, to avoid doing something, such as hitting a child, while your still angry. So, if your child was whining and crying and you've had just about enough, and the child won't stop, you could remove yourself from that situation by going outside for a few minutes until you are ready to handle the situation.

Another simple form of anger control involves the telephone. When you become so angry that you feel out of control, another alternative is to pick up the telephone and call a friend, neighbor or spouse. This is to give you someone to talk to until you have calmed down enough to handle the situation rationally and avoid harming your child.

The reasons for using these methods, counting to ten, removing yourself from the situation and calling a friend, are to give you enough time to gain the necessary control over yourself before you interact with the child in a way that could be abusive or damaging to the child.

Alright, on the page labeled alternative methods, I would like everyone to list the three forms of anger control that we've just discussed, and if you can, make up an anger control technique that you could use as a parent. (give the students two - three minutes to finish).

Briefly glance over their papers to make sure everyone answered the question and have everyone who made up their own answer to present it to the class. Reinforce all novel ideas

Now that you all have the different types of anger control listed, your next job is to read the listed situations and

write next to them, the form of anger control that you would use in that situation. For example, Number 1 says: the child has been crying continually for an hour, for no apparent reason. I might use the "removal from the situation" anger control technique in this case. Are there any questions? O.K. everyone write down their answers in the blank spaces that are provided. (allow about five minutes)

ALTERNATIVE METHODS EXERCISE

List the three forms of anger control discussed in the group.

1. _____

2. _____

3. _____

List a form of anger control that you use or could use as a parent.

1. _____

Read each of the listed situations and write down the form of anger control that you would use in that situation.

1. The child has been crying continually for an hour for no apparent reason.

   a) _____

2. Tommy is whining for more milk and cookies.

   b) _____

3. Suzie yelled at you for going into her room.

   c) _____

4. Baby Toni is laying on the floor having a temper tantrum.

   d) _____

5. You can't find a baby sitter and you want to go out, the baby starts to cry.

   e) _____

List behaviors that children do that could make a parent very angry. Next to the behavior, list the form of anger control that the parent could use.

Behavior_____ _____ behavior_____ _____
Behavior_____ _____ behavior_____ _____
Behavior_____ _____ behavior_____ _____

CRITICAL INCIDENT BEHAVIORS LIST

Whining
Crying continually for "no apparant reason"
tantruming
yelling or screming at parent
"bad" manners
pouting
lying
selfishness
ignoring the parent
swearing
demanding
fighting with friends of sibblings
striking parent
throwing objects
bedtime behaviors
arguing with parent
nagging parent
bossiness
complaining
sloppiness
smoking
using drugs
stealing
lack of compliance
truancy
being sick

- -

retricting parents freedom
interfearing with parents private time/or time they want to spend with each other or company
not being able to find a babysitter

Have each student briefly present their answers to two of the situations and an explaination of their reasons for choosing this method and how they would carry it out. (reinforce all appropriate answers)

> The next step in anger control is the ability to recognize child behaviors that could possible make you, as a parent, very angry. These behaviors are labeled "critical incident behaviors". An example of the critical incident behavior could be whining, fighting or lack of compliance. Now your task is to list six critical incident behaviors, behaviors which could make you very upset, possibly upset enough to abuse your child, on the ALTERNATIVE METHODS sheet. Let me know when you have listed six different behaviors. (Wait a few minutes) Now, will everyone please share their critical incident behaviors with us.

Have the students read their list out loud to the group. Prompt the students to take notes. (After everyone is finished begin the next part)

> Now with the six behaviors you have listed, I want you to think of a form of anger control that you could use in each particular situation and write it next to the behavior on the same sheet.

Wait a few minutes and have everyone share their anger control techniques with the rest of the group. Have each student explain one technique in detail, stating why and how the technique should be used. After this is done, have the students turn the page and see the list of critical incident behaviors that are presented. Ask for comment on them, and what the students would do in terms of anger control techniques, Make it just a general discussion. End session.

TRAINING: DAY 2

The session begins as the leaders enter the room. After saying "hello" to the teacher, the group members should turn to the class and reintroduce themselves, beginning with the leader. After everyone has introduced themselves, the training session will begin. The leader will ask for the students to get into the same groups that they were in yesterday. Each group will have the same group leaders as yesterday also. After the students get into their groups, the group leader will go to their groups and hand out the training program for that day. After everyone has their training program the group leader will begin the following presentation:

> "The first thing we will be doing today is learning how to praise or reinforce a child appropriately. This means that when the child is behaving, being "good", or doing something that you like, you will tell them. When praising a child you should do all of the following things; first, say the child's name, second, describe what the child did that was "good", successful, or that you liked, and third, add some intensifier such as "great", "good" or "fantastic". An example of appropriately praising a child for cleaning up after play period would be, "Mark, you really did a great job cleaning up the play area, and you did it all by yourself." Now everyone turn to the page labeled REINFORCEMENT in the handout. As you've noticed, the three components that are necessary for appropriately praising and reinforcing a child have been included.
>
> What I'd like each of you to do is, using one of the listed situations, develop the _____praise that you would use in that particular situation. For example, No. 9 says, "Chris offers to help with the dishes". The reinforcing statement I would use might be: "Chris, I really like it when you offer to help me with the dishes, your such a good boy". Now will each of you develop the

appropriate praise for the listed situations. Are there any questions?

Answer questions briefly. The students are to write their answers in the space provided on the handout. After all the students in your group have finished continue with the following:

"Now, I want everyone, as we go around the room, to turn to the person next to you and pretend that they are the child to whom you are speaking. For example, (to the person next to you)_____(name) I really like it when you offer to help with the dishes.

Have them continue around the circle until everyone has role played twice. Make sure the students are using the statements that they wrote down.

Alright, that was very good. Next, I want you to make up five reinforcing phrases that you could use as a parent. Be sure to include all age levels, including infants. List your phrases on the handout.

When the students have finished have them share their ideas with the others. Now will everyone read their phrases outloud to the rest of us.

Now you can turn to the next page labeled EXPRESSIONS AND WORDS OF PRAISE. This is simply a list to keep handy in case you ever run out of reinforcing phrases. You should add your five ideas to this list.
There are some rules involved in reinforcing or praising children for behaving appropriately or completing a task. Rule number one is that you must reinforce the child immediately after they have been "good", successful, or done something that you like. You must try to catch the child being good. The reason for praising immediately after the behavior is to increase the chance that the child will behave

appropriately in the same situation next time. Rule number two, only praise or reinforce behaviors that you want the child to keep doing or do more often. The reasons for only praising behaviors that you want the child to keep doing relates to Rule number 1. Reinforcement increases the change that the child will behave appropriately in the same situation next time. An example of this is: Mother praises Chris immediately after he offers to help with the dishes. The next night Chris offers to help with the dishes again. Thus, Mother praised him immediately and she also praised a behavior that she wanted to increase or that she wanted Chris to keep doing. Does everyone understand this point?

Alright, let's look back at our list of situations that you devloped reinforcing phrases for, and I want everyone to go around the circle and tell us if the behavior in your example is being reinforced immediately, and which behavior will be increased of the behavior that the child will keep doing.

Each student should do this twice, or until they understand the principals. Role play two of the listed situations per student. See directions in section three. Alright, now, will everyone turn to the page in the handout labeled REVIEW QUIZ 1. You will have about five to seven minutes to finish this quiz but don't worry, because you will not be graded on this. I just want to see if you understand the material that was just presented. (After everyone has finished the quiz review the correct answers with them

So far we've talked about praising a child for being "good" and successfully completing a task, but you can also reinforce in different ways, that is by giving the child treats or rewards for behaving, and by positive physical contact. An example of reinforcing a child with a treat or reward might be to give the child a piece of candy or other food that they like for doing something that you like or want them to continue doing more often. You might also allow them extra time outside or an hour longer before bedtime for behaving appropriately.

What I want you to do is go back to the ten examples in the first part of the handout in which you developed reinforcing phrases for each situation. This time I want you to list one form of treat or reward that you could use in that situation. For example, when Chris offered to help with the dishes, I would let him stay up an extra half hour before going to bed. Any questions? (answer briefly) Alright, read each situation and list your answers on the handout labeled TREATS AND REWARDS. (when the students finish) Now will everyone please read off their answers.

Now, there is the second way of reinforcing a child, that is by positive physical contact. Here, you would reinforce a child for behaving or doing something that you like by positive physical contact such as touching, a kiss, hugging. An example of this could be when Chris helped with the dishes his mother gave him a hug. Your job is to go back to the ten examples we just worked with and list one form of positive physical contact that you could use in that situation. Are there any questions? (answer briefly) O.K., now will everyone going around the circle read off four of the forms of positive physical contact that they have listed on the handout. (reinforce all appropriate answers) Now, turn to the page labeled REVIEW QUIZ 11 and answer all of the questions that are listed. Remember, don't worry about the quiz, it is simply to help me know if you understand the material that was just presented.

Allow about five to seven minutes, go over all answers immediately and reinforce all appropriate answers. Ask for general questions regarding the material that was presented in this session, answer briefly. End session.

REINFORCEMENT EXERCISE

Reinforcement: When the child is behaving, being "good" or doing something that you like, you will tell them.

When reinforcing a child you should do all of the following:

a) say the child's name

b) describe what the child did that was "good" successful or what you liked

c) use intensifiers such as "great", "good" "fantastic"

Develop the appropriate praise or reinforcement that you would use in the following situations:

1. Mother and Jason are in the kitchen. Jason finished his homework and tells his mother that he is finished.

_____

2. Father and Suzi are washing the car. Suzi begins to wash the tires all by herself.

_____

3. Tiffany is supposed to feed the animals after school. Usually Mother has to remind Tiffany of her job. Today Tiffany fed the animals with being reminded.

_____

4. Baby John is playing quietly in his playpen.

_____

5. Two month old Sarah is sitting quietly in her infant seat.

_____

6. Jeramie puts on his pants for the first time, all by himself.

_____

7. Tom spills some milk on the floor, but without being told, he cleans it up.

_____

8. Elizabeth is learning how to walk. She stands up and takes a step forward.

_____

9. Chris offers to help with the dishes.

_____

10. Zackery is usually a fussy eater, but tonight he is eating his vegetables.

_____

List five reinforcing phrases that you could use as a parent.

1. _____

2. _____

3. _____

4. _____

5. _____

RULES OF REINFORCEMENT:

Rule 1: You must reinforce the child immediately after they have been "good", successful, or done something that you like. TRY TO CATCH THE CHILD BEING "GOOD"

Rule 2: Only reinforce behaviors that you want the child to keep doing or do more ofter.

ROLE PLAY: Role play two of the listed situations.

EXPRESSIONS AND WORDS OF PRAISE LIST

"good"
"that's right"
"exactly"
"good job"
"good thinking"
"thank you"
"I'm pleased with that"
"out of sight"
"I like that"
"thats interesting"
"that shows a lot of work"
"great"
"that was very nice of you"
"you are really a big girl/boy"

REVIEW QUIZ 1

1. What three things should be included when praising a child for being "good", successfully completing atask, or for doing something that you like?

2. What are the two rules involved in praising, or reinforcing children for behaving appropriately?

3. Give three examples of situations where you would praise a child, Explain or illustrate how you would praise them in these situations.

TREATS AND REWARDS

List one form of treat or reward that you could use in each of the situations lished below.

List one form of positive physical contact that you could use in each of the situations below.

1. Mother and Jason are in the kitchen. Jason finished his homework and tells his Mother that he is finished.

_____ _____

2. Father and Suzi are washing the car. Suzi begins to wash the tires all by herself.

_____ _____

3. Tiffany is supposed to feed the animals after school. Usually Mother has to remind Tiffany of her job. Today, Tiffany fed the animals without being reminded.

_____ _____

4. Baby John is playing quietly in his playpen.

_____ _____

5. Two month old Sarah is sitting quietly in her infant seat.

_____ _____

6. Jeramie puts on his pants for the first time, all by himself.

_____ _____

7. Tom spills some milk on the floor, but without being told, he cleans it up.

_____ _____

8. Elizabeth is learning how to walk. She stands up and takes a step forward.

_____ _____

9. Chris offers to help with the dishes.

_____ _____

10. Zackery is usually a fussy eater, but tonight he is eating his vegetables.

_____ _____

REVIEW QUIZ 11

1. Name two ways of reinforcing a child besides praise.

2. Using your answers from question number one, name or describe at least two situations in which you would use these types of reinforcement. Explain how you would carry each of these out.

3. List five possible reinforcing activities you could do with a child when they have been "good".

4. List five possible means of positive physical reinforcement.

TRAINING: DAY 3

The session begins as the leaders enter the room. After saying "hello" to the teacher, the group members should turn to the class and reintroduce themselves, beginning with the leader. After everyone has introduced themselves, the training session will begin. The leader will ask for the students to get into the same groups that they were in yesterday. After the students get into their groups, the group leader will go to their groups and handout the training program for that day. After everyone has their training program the group leaders will begin the following presentation:

> "Today we will be learning how to ignore "bad or inappropriate behaviors, behaviors that we do not like or behaviors that we want to get rid of or decrease. This technique of ignoring is also referred to as extinction. Extinction refers to ignoring the child when they behave inappropriately or are engaging in a behavior that you want to decrease or stop. When ignoring a child, or using extinction, there are some important rules to remember. Rule 1, only ignore inappropriate behaviors. Rule 2, when you ignore a child, don't look at, talk to, or touch them. Rule 3, Don't give into the child once you have begun ignoring them - never give into a persistant child once you have begun ignoring them. Rule 4, when the child is behaving or not doing something inappropriate, praise them - - CATCH THE CHILD BEING "GOOD". These rules are very important in the effectiveness of the extinction or ignoring procedures. Are there any questions so far? (answer questions briefly)

Now, will everyone turn to the page titled EXTINCTION & IGNORING. Your task is to list five inappropriate behaviors that you could ignore. For example, I might put down that I could ignore whining and nail biting. Now you list five behaviors that you could ignore on the handout. (when everyone is finished going around the circle will everyone read off their list of five inappropriate behaviors that they could ignore. (reinforce all appropriate answers) Now, using these five examples of "bad" behaviors, I want you to pair off and develop a roleplaying situation in which one or several of these behaviors might occur. For example, I listed whining, my roleplay situation might be in the Doctor's office and the child is whining to go home. Who would like to help me role play this. (pick a volunteer). Now I want you to be the child that is whining, and be a brat, remember to be persistant, and I will be the strong parent that will ignore the child. Alright, lets begin.

Role play the situation, remember to try and end the role play on a positive note in which you are reinforcing the child for anything positive.

Alright, does everyone get the picture? (answer questions briefly) Remember, before anyone ends their role play situation, I want you or the parent actor, to find something positive in the child's behavior that you could reinforce. Remember to end your roleplaying session on a positive note. O.K. you'll have about three minutes to prepare your skit. (each skit should last about a minute) O.K. that was fantastic. Now, with another person in the group, role-play another one of your "bad" behaviors and remember to end the session on a "good" note by reinforcing some behavior that was appropriate that the child did.

Be sure to provide detailed feedback during and after the roleplay situations. telling the students what they did correct and what they need to work on in the next situation.

O. K. that was fantastic. Now, just for a review, who remembers the four rules of extinction and ignoring? (prompt them to give you the answers... Only ignore inappropriate behaviors, don't look at, talk to, or touch the child, never give in, praise the child when they begin behaving) Now will everyone turn to the page labeled REVIEW QUIZ III, an fill in the answers, remember, the quiz is simply to make sure that you understand the material that was just presented. (allow five minutes and then review their answers with them, ask for general questions regarding the material that was presented today. End session.

EXTINCTION AND IGNORING EXERCISE

RULES for using extinction and ignoring:

Rule 1: Only ignore inappropriate or "bad" behaviors.

Rule 2: When ignoring a child, don't look at, talk to, or touch them.

Rule 3: Never give in to the child once you have begun ignoring them.

Rule 4: When the child is behaving appropriately, or being "good" reinforce them. CATCH THE CHILD BEING "GOOD"

List five inappropriate behaviors or "bad" behaviors that you could ignore.

1. _____

2. _____

3. _____

4. _____

5. _____

Notes on role play situation:

REVIEW QUIZ 111

List the four rules to remember when ignoring a child.

1. _____
2. _____
3. _____
4. _____

Give three examples of situations in which you could ignore a child's inappropriate or "bad" behavior, and describe how you would go about doing this:

_____

_____

_____

_____

_____

_____

_____

POSTTRAINING SESSION

The sessions begins as the team leaders enter the classromm. After saying "hello' to the teacher, the group members should turn to the class and reintroduce themselves. beginning with the leader. After everyone has introduced themselves the leader will give the following introduction to the class:

> Each of you will be receiving a handout. On the handout we've listed several situations that involve children. (several of these situations will be familiar to you.) Your task is to read each situation silently as the group leader reads it aloud. After reading each situation silently as the group leader reads it aloud. After reading each situation you are to answer the questions as if you actually were in that situation. Pretend that you are the mother or the father of the child and answer the question as if you were actually going to handle the situation. Are there any questions? (briefly answer questions regarding only what has been discussed to this point.)

The team leaders should not handout the posttest program to each student. After everyone is ready the group leader will begin the baseline session by saying the following:

> Read each situation silently as I read them aloud. Try and imagine yourself in that particular situation. After I've read the situation, anser the questions at the bottom of the page. Answer the questions as realistically as you can.

The group leader now begins reading the situations. Try and read each situation with "feeling" and be realistic. Pay special attention to the tone of your voice, do not speak in a monotone.

SITUATION ONE: Nine year old Jason came to the dinner table with unwashed hands. Father asked him to go to the bathroom and clean himself up before returning to the table. Jason sneered at his Father, "so who cares if my hands are dirty, you don't have to look at them," and he proceeded to sit down. Father yelled, "get up right now and wash your hands". Jason yelled back, make me".

SITUATION TWO: Sally, seven, wanted to help Mother carry a box of newly purchased drinking glasses into the house. "No, Sally, I'll do it, you might drop them". "Please Mother, I'll be careful." "Well, alright, Mother said. "But for heavens sake, don't drop them." Mother picked up several packages and followed her daughter up the stairs. Sally slipped on the stairs, lost her balance and fell with the box. She burst into tears. Mother put the packages down in despair. Opening the box she found all but two of the glasses broken. Furious, Mother started to scream. "I told you you couldn't carry the glasses without breaking them. What makes you think we have money to buy glasses for you to break? What makes you always want to do things that you can't do. Sally screamed at her, "Oh, leave me alone, leave me alone!!"

SITUATION THREE: A sudden gust of wind had blown a curtin in the living room and knocked over a large vase of flowers. Mother was hurriedly mopping up the water so that it wouldn't stain the carpet. "Brenda, please turn off the oven for me, will you? "Mother called. "I don't know how, Mother", the girl said. "You've seen me do it hundreds of times. Just do like I do." Brenda went into the kitchen. A few seconds later Mother heard a crash followed by a cry. She rushed into the kitchen. The roast, potatoes, carrots, juice and pan, lay on the floor and Brenda was crying because she had burnt herself.

SITUATION FOUR: Mother wondered why everything was so quiet and decided to investigate. She found Michael, one-and a half, busily stuffing toilet tissue into the toilet again. Michael had been told several times to stop playing in the toilet. Furious, Mother yelled, "how many times am I going to have to get angry with you for this?" Later that evening, Father found Michael stuffing tissue into the toilet again.

SITUATION FIVE: Baby Joshua, nine months old, is now learning how to touch everything in sight. Mother has told him "No" several times already this afternoon. All of a sudden Mother hears a loud crash, running into the living room, she finds one of her best pieces of china laying in pieces on the floor beside Joshua.

SITUATION SIX: As Father drove, Tammy and Tye, five year old twins, happily played in the back of the station wagon. They became more and more noisy. Father asked them to be quiet several times. The twins would stop for a minute and then return to their rough house play, which became wilder and wilder. Suddenly, Tye pushed Tammy so that she landed against Father's head and shoulders. "This is it", he screamed, as he stopped the car at the curb and kicked open his door.

SITUATION SEVEN: Three year old Annie spilled her cereal on the table. "Clean it up, Annie", Mother said. Annie pouted and did not move. "You made the mess, now you clean it up," yelled Mother. Annie stuck out her tongue at her Mother and screamed, "No, I'm not gonna."

SITUATION EIGHT: Mother and Sheri were on their way home from the playground when Sheri decided she wanted to stop at the ice cream store. Mother said, "No", they were going home now. Sheri whimpered and begged. Mother continued to walk. Sheri threw herself on the sidewalk and began screaming and crying.

SITUATION NINE: "Stand right by me, Jonnie", Mother told her one and a half year old as she filled out a bank form at the counter. Jonnie took a few steps away, "Come back here", Mother said. Jonnie ran towards the door. "Jonnie, come back here right now", Mother yelled, trying to keep her cool in the middle of the bank. Jonnie ran out the bank door as soon as it opened.

SITUATION TEN: "Daddy, I want a candy bar", Jody, five, whined as they stood in line at the grocery check-out stand. A huge display of candy intrigued him. "No, Father said, "we have plenty of candy at home." "But I want some candy now", Jody whined loudly as he stamped his feet. "No, I said", yelled the Father. "I want some candy now", screamed Jody as he kicked his father in the leg and grabbed the candy bar.

Name_____

Date_____

Class_____

Group Leader_____

Read each situation silently as the group leader reads it aloud. When the group leader has finished reading the situation, answer the questions at the bottom of the page. Try and answer the questions as if your were actually in this situation.

SITUATION ONE: Nine year old Jason came to the dinner table with unwashed hands. Father asked him to go the bathroom and clean himself up before returning to the table. Jason sneered at his Father "so who cares if my hands are dirty, you don't have to look at them", and he proceeded to sit down. Father yelled, "get up right now and wash your hands". Jason yelled back "make me".

1. How angry did Jason make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)				very angry (furious)	

2. If you were Jason's parents what would you have done?

1	2	3	4	5	6	7	8	9	10
nothing-ignored him				yelled at him				spanked him	

3. I would _____ my child if she/he didn't obey me.

1	2	3	4	5	6	7	8	9	10
still love				put up with				hate	

4. I would _____ my child if she/he talked back to me in a disrespectful manner.

1	2	3	4	5	6	7	8	9	10
ignore				yell at				spank	

SITUATION TWO: Sally, seven, wanted to help her Mother carry a box of newly purchased drinking glasses into the house. "No, Sally, I'll do it, you might drop them". "Please Mother, I'll be careful". "Well, alright" said mother. "But for heavens sake, don't drop them". Mother picked up several packages and followed her daughter up the stairs. Sally slipped on the stairs, lost her balance and fell with the box. She burst into tears, Mother put the packages down in despair, opening the box she found all of the glasses but two, broken. Furious, Mother started to scream. "I told you you couldn't carry the glasses without breaking them, what makes you think we have the money to buy glasses for you to break? What makes you always want to do things that you can't do." Sally screamed at her, "Oh, leave me alone, leave me alone!!

1. How angry did Sally make you?

1 2 3 4 5 6 7 8 9 10

not angry at all (calm) — relatively angry (upset) — very angry (furious)

2. If you were Sallys' parents what would you have done?

1 2 3 4 5 6 7 8 9 10

helped her clean up the glasses — yelled at her — spanked her

3. I would _____ my child if she/he broke something of mine.

1 2 3 4 5 6 7 8 9 10

still love — put up with — hate

4. I would _____ my child if she/he talked back to me in a disrespectful manner.

1 2 3 4 5 6 7 8 9 10

ignore — yell at — spank

SITUATION THREE: A sudden gust of wind had blown a curtin in the living room and knocked over a large vase of flowers. Mother was hurriedly mopping up the water so that it wouldn't stain the carpet. "Brenda, please turn off the oven for me will you? "mother called. "I don't know how, Mother" the girl said. "you've seen me do it hundreds of times. Just do like I do." Brenda went into the kitchen. A few seconds later Mother heard a crash followed by a cry. She rushed into the kitchen. The roast, potatoes, carrots, juice and pan lay on the floor and Brenda was crying because she had burnt herself.

1. How angry did Brenda make you?

1 2 3 4 5 6 7 8 9 10

not angry at all (calm) — relatively angry (upset) — very angry (furious)

2. If you were Brenda's parents what would you have done?

1 2 3 4 5 6 7 8 9 10

helped her clean up the mess — yelled at her — spanked her

3. I would _____ my child if she/he messed up the house.

1 2 3 4 5 6 7 8 9 10

still love — tolerate — hate

4. I would _____ my child if she/he won't listen to directions.

1 2 3 4 5 6 7 8 9 10

ignore — yell at — spank

SITUATION FOUR: Mother wondered why everything was so quiet and decided to investigate. She found Michael, one and a half, busily stuffing toilet tissue into the toilet again. Michael had been told several times to stop playing in the toilet. Furious, Mother yelled, "how many times am I going to have to get angry with you for this? Later that evening, Father found Michael stuffing toilet tissue into the toilet again.

1. How angry did Michael make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)					very angry (furious)

2. If you were Michael's parents what would you have done?

1	2	3	4	5	6	7	8	9	10
ignored him				yelled at him					spanked him

3. I would _____ my child if she/he won't obey me.

1	2	3	4	5	6	7	8	9	10
ignore				yell at					spank

4. I would _____ my child if she/he messed up the house.

1	2	3	4	5	6	7	8	9	10
still love				tolerate					hate

SITUATION FIVE: Baby Joshua, nine months old, is now learning how to touch everything in sight. Mother has told him "no" several times already this afternoon. All of a sudden Mother hears a loud crash, running into the living room, she find one of her best pieces of china laying in pieces on the floor beside Joshua.

1. How angry did Joshua make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)					very angry (furious)

2. If you were Joshua's parents what would you have done?

1	2	3	4	5	6	7	8	9	10
helped him pick up the pieces				yelled at him					spanked him

3. I would _____ my child if she/he won't obey me.

1	2	3	4	5	6	7	8	9	10
ignore				tolerate					hate

4. I would _____ my child if she/he broke something I really liked.

1	2	3	4	5	6	7	8	9	10
ignore				yell at					spank

SITUATION SIX: As Father drove, Tammy and Tye, five year old twins, happily played in the back of the station wagon. They became more and more noisy. Father asked them to be quiet several times. The twins would stop for a minute and then return to their rough house play, which became wilder and wilder. Suddenly, Tye pushed Tammy so that she landed against Father's head and shoulders. "This is it", he screamed, as he stopped the car at the curb and kicked open his door.

1. How angry did Tammy and Tye make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)				very angry (furious)	

2. If you were Tammy and Tye's parents what would you have done?

1	2	3	4	5	6	7	8	9	10
nothing - ignored them				yelled at them				spanked them	

3. I would _____ my child if she/he didn't obey me.

1	2	3	4	5	6	7	8	9	10
still love				tolerate				hate	

4. I would _____ my child when she/he makes to much noise after I have asked him/her to be quiet.

1	2	3	4	5	6	7	8	9	10
ignore				yell at				spank	

SITUATION SEVEN: Three year old Annie spilled her cereal on the table. "Clean it up Annie", Mother said. Annie pouted and did not move. "You made the mess, now you clean it up", helled Mother. Annie stuck her tongue out at her mother and screamed "No, I'm not gonna."

1. How angry did Annie make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)				very angry (furious)	

2. If you were Annie's parents what would you have done?

1	2	3	4	5	6	7	8	9	10
helped her clean up the mess				yelled at her				spanked her	

3. I would _____ my child if she/he talked back to me in a disrespectful manner.

1	2	3	4	5	6	7	8	9	10
ignore				yell at				spank	

4. I would _____ my child if she/he messed up the house.

1	2	3	4	5	6	7	8	9	10
still love				put up with				hate	

SITUATION EIGHT: Mother and Sheri were on their way home from the playground when Sheri decided she wanted to stop at the ice cream store. Mother said "No" they were going home now. Sheri whimpered and begged. Mother continued to walk. Sheri threw herself on the sidewalk and began screaming and crying.

1. How angry did Sheri make you?

1 2 3 4 5 6 7 8 9 10

not angry at all (calm) — relatively angry (upset) — very angry (furious)

2. If you were Sheri's parents what would you have done?

1 2 3 4 5 6 7 8 9 10

keep walking and ignore her — yell at her — spank her

3. I would _____ my child if she/he had a temper tantrum.

1 2 3 4 5 6 7 8 9 10

still love — tolerate — hate

4. I would _____ my child if she/he won't obey me.

1 2 3 4 5 6 7 8 9 10

ignore — yell at — spank

SITUATION NINE: "Stand right by me, Jonnie," Mother told her one and a half year old as she filled out a bank form at the counter. Jonnie took a few steps away. "Come back here" yelled Mother. Jonnie ran towards the door. "Jonnie come back here right now", Mother yelled, trying to keep her cool in the middle of the bank. Jonnie ran out the bank door as soon as it opened.

1. How angry did Jonnie make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				yell at him after catching him				spank him after catching him	

2. If you were Jonnie's parent what would you have done?

1	2	3	4	5	6	7	8	9	10
ignore him after catching him				yell at him after catching him				spank him after catching him	

3. I would _____ my child when she/he doesn't obey me.

1	2	3	4	5	6	7	8	9	10
still love				tolerate					hate

4. I would _____ my child for embarrassing me in front of strangers.

1	2	3	4	5	6	7	8	9	10
ignore				yell at					spank

SITUATION TEN: "Daddy, I want a candy bar". Jody, five, whined as they stood in line at the grocery check-out stand. A huge display of candy intrigued him. "No Father said, we have plenty of candy at home". But I want some candy now", Jody whined loudly as he stamped his feet. "No, I said", yelled the father. "I want some candy now." screamed Jody as he kicked his father in the leg and grabbed the candy bar.

1. How angry did Jody make you?

1	2	3	4	5	6	7	8	9	10
not angry at all (calm)				relatively angry (upset)				very angry (furious)	

2. If you were Jody's parents what would you have done?

1	2	3	4	5	6	7	8	9	10
take the candy away and ignore him				yell at him				spank him	

3. I would _____ being around my child if she/he was whining.

1	2	3	4	5	6	7	8	9	10
still like				put up with				hate	

4. I would _____ my child if she/he talked back to me in a disrespectful manner.

1	2	3	4	5	6	7	8	9	10
ignore				yell at				spank	

After the students have completely filled out the questionnaires, have them get into their small groups with the same group leader and observer. The team leaders will explain that they will not be taking the previous situations and role playing them The team leader will emphasize the desirability of role playing exactly what they would do in that particular situation if they were the child's parent. Be realistic. Explain that one student will play the role of the child, prompt this actor to try and actually portray the child's behavior. If the child is whining, then really whine. Have the other student play the role of the parent. (Remeber not to reinforce behaviors that are exhibited during role playing)

The team leader will read each situation and the students, in pairs of two or three, depending on the situation, will act out what they would do; no pre-preparation is given. The role play should last about one minute, and each student will role play the parent four times; two times for situations one through five, and two times for situations six through ten. The observer will code the students behaviors, when they are acting out the role of the parent, using the Patterson coding methods on the enclosed forms that have been provided. When everyone is finished, thank the students for their participation, and the teacher for letting you come into his/her classroom. End session.